

**Standard 3-5: The students will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.**

**3.5.3** Summarize the changes in South Carolina's economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous/future knowledge:**

In 3rd grade, students explained the role of African Americans in the developing plantation economy; (3-2.7), the invention of the cotton gin (3-4.2), changes in the economy as a result of the Civil War (3-4.6) and Reconstruction (3-4.7). Students also learned about the rise of the textile industry in South Carolina (3-5.1).

In 5<sup>th</sup> grade, students will compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping (5-1.1).

In eighth grade, students will explain the causes and effects of changes in South Carolina's culture during the 1920's including... increases in tourism and recreation (8-6.4) and the expanding role of tourism in South Carolina in the latter part of the twentieth century (8-7.2). Students will learn about the reduction of cotton production and how it contributed to agricultural decline in the twentieth century (8-7.3) and about the impact of events in South Carolina such as the opening and closing of military bases, development of industries, and the expansion of port facilities (8-7.5).

In United States history, students will summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living (USHC-5.1). They will summarize the factors that influenced the economic growth of the United States and its emergence as an industrial power (USHC-5.2). Students will also explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement (USHC-5.3).

**It is essential for students to know**

Although 'cotton was king' in South Carolina prior to the Civil War, the cotton industry rose and fell in South Carolina in the late 19<sup>th</sup> and 20<sup>th</sup> centuries. During the Civil War, customers for South Carolina cotton found new sources. However, after the war landowners insisted that sharecroppers continue to plant cotton. Low prices for the cotton crop were the result of an increase in supply as too many farmers continued to depend on cotton as a cash crop and production of cotton increased in other parts of the world. Cotton also depleted the soil of its nutrients. Farmers planted more and more acreage to get a bigger and bigger yields in order to make up for the low prices, thus increasing supply even more. Textile mills built in South Carolina temporarily increased the demand for cotton (3-5.1). However, in the late 19<sup>th</sup> century, the boll weevil invaded the cotton fields and hurt the cotton economy. World War I increased demand for cotton cloth for use in soldier's uniforms and cotton farmers made money. However, once the war ended, so did the demand; supplies remained high and prices fell. Textile mills also experienced hard times in the 1920s. They could not get high prices for their products and workers wanted more money for the long hours that they worked. The development of synthetic fibers replaced cotton for clothing and decreased demand for the crop and for cotton textiles. The Great Depression hurt the cotton farmer and the textile mills. During World War II there was an increased demand for cotton

and once again the farmers and the textile mills were working. When the war ended, demand fell again. Farmers turned to other crops such as peaches and tobacco. Foreign competition because of low wages in other parts of the world eventually led to the closing of many textile mills and decreased the demand for cotton. Some cotton continues to be grown in South Carolina today. However, tobacco, pine trees and soybeans are now the state's most important crops.

Tourism developed in South Carolina as a result of the promotion of the historic city of Charleston and of South Carolina's beautiful beaches by both entrepreneurs and the state government. Hotels were opened in Charleston and along the coast. The city of Myrtle Beach was built as a tourist attraction. After World War II, the increasing number of automobiles and improved national highways and state roads helped to make South Carolina tourist attractions accessible to people from other states. Air conditioning has also boosted tourism. Today, tourism is a major industry in South Carolina.

War affected the demand for cotton and also promoted the development of other industries. Starting during World War I, ships were built at the Charleston Navy yard and military bases in South Carolina trained many soldiers from all over the United States. [Camp Jackson in Columbia was started as a training base in WWI]. This continued during World War II and the Cold War. The national government built the Savannah River nuclear plant to make the materials used in bombs during the Cold War. This plant provided more jobs. World War II also increased world trade and once the war ended South Carolina governors worked to get more industries and therefore more jobs to come to South Carolina. Industries come to South Carolina because both taxes and wages are low. Most South Carolina workers are not members of labor unions. As industries grew so did South Carolina's port facilities and this also increased jobs. More jobs stimulated economic growth by increasing the demand for goods and services, such as grocery stores, gas stations, hospitals etc.

As a result of these economic changes people have moved into the state. Whether they are soldiers training at military bases or tourists or retirees from other states or employees of foreign companies that have invested in South Carolina, these people and their ideas have made the state a more diverse community.

#### **It is not essential for students to know**

Students do not need to know which regions of South Carolina were most heavily invested in cotton production. They do not need to know about the impact of other crops, such as rice, and changes in their cultivation as a result of hurricanes. Students do not need to understand the role played by governors James F. Brynes and Strom Thurmond in attracting other industries to South Carolina and in keeping the military bases. They do not need to know how the Savannah nuclear power plant produces weapons grade materials nor the controversies over building the plant, the dislocation of people from the area or the danger it poses. They do not need to understand the controversies over South Carolina as a dumping site for other nuclear waste. They do not need to know the names of companies that have relocated to South Carolina such as Michelin or BMW.

#### **Assessment guidelines:**

Appropriate assessments would require students to **summarize** changes in South Carolina's economy in the twentieth century. Students should be able to **identify** factors that have had a positive and/or negative impact on South Carolina's economy. Appropriate assessments should also require students to **identify** trends and the general causes of these trends in the cotton/textile industry over time, such as overproduction or changes in demand due to war. Students should be able to **explain** reasons for the growth of tourism in South Carolina and **identify examples** of tourist sites. They should be able to **explain** the impact of the growth of other industries in twentieth century South Carolina.